DOCUMENT RESUME

ED 383 579 SO 024 685

AUTHOR LeVeen, Deborah
TITLE From Practice to Theory: Strategies for Encouraging Analytic Learning about Concrete Internship Experience.
PUB DATE 94
NOTE 26p.; Paper presented at the Annual Meeting of the American Political Science Association (New York, NY, September 1-4, 1994).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cooperation; Critical Thinking; Cross Cultural Studies; Cross Cultural Training; Higher Education; Human Relations; *Intergroup Education; *Intergroup Relations; *Internship Programs; *Multicultural Education; Reflective Teaching; *Self Evaluation (Individuals); Social Integration; *Urban Studies
IDENTIFIERS San Francisco State University CA

ABSTRACT

This paper describes strategies developed in the urban studies internship program at San Francisco State University (California). Interns are encouraged to relate practice to theory in their own concrete experience, using their own academic coursework. The strategies involve both structured writing assignments and regular seminar discussion to evoke reflection on a variety of issues and how they relate to the interns' experiences. The paper addresses: (1) a brief description of the context of the course, the students, and academic programs it serves; (2) the central goals of the internship course and how they relate to the students; (3) the general approach, underlying rationale, and specific strategies for the course; and (4) the effectiveness of the strategies and suggestions for improvement still to be done. Appendices list internship placements for 1993-94 and journal supplements for the writing section of the course. (EH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 383 579

From practice to theory: strategies for encouraging analytic learning about concrete internship experience.

Deborah LeVeen
Urban Studies Program
San Francisco State University
1600 Holloway
San Francisco CA 94132

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DEBORAH LeVEEN

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

So 02 4 685

Prepared for delivery at the annual meeting of the American Political Science Association, New York, NY, September 1-4, 1994.

BEST COPY AVAILABLE

Twenty years of teaching the required internship course in the Urban Studies program at San Francisco State University has shown me both how important and how difficult it is to get students really engaged in thinking analytically about their internship experiences, that is, thinking not just about what they are learning how to do, but about what they are learning in relation to broader issues discussed in their academic courses and elsewhere. They are quick to assert that they are learning more from "the real world" than from their classes, and almost equally quick to assert that "the real world" is very different than the way it's portrayed in books. However they are not so quick to find specific examples of these differences, and they find it difficult to articulate exactly what they are learning about.

In fact the students' primary focus is usually on the practical aspects of their learning: first of all, simply learning how to do what they're expected to do, and secondly, learning related to career development in their field. While I certainly recognize the importance of these things, and address them in the course, my primary focus is to get students to think more analytically about what they are learning. And I believe that, from the perspective of encouraging "lifelong learning," helping students to develop the habit of thinking more broadly, more analytically, about their own concrete personal experience is an essential component of their education and one of the major contributions of an internship to this education.

This paper will describe the strategies which I have developed in an effort to encourage interns to relate "practice" to "theory" in their own concrete internship experience using their own academic coursework. My approach is quite "interventionist" in the sense that I continually push the students to ask questions and think about a variety of issues; at the same time I don't ask them to apply specific theoretical perspectives but rather ask them to draw upon their own course experience and other sources of knowledge in making connections between practice and theory. My strategies are fairly elaborate and include both structured writing assignments and regular seminar discussions. My intent in this paper is to clarify the rationale underlying these strategies, discuss their effectiveness and possible improvements, and elicit a critical discussion from this panel regarding both the underlying approach and the specific strategies.

I want to clarify at the outset that I agreed to write this paper simply as a description and analysis of my own teaching experience. For better or for worse, it is not an area in which I have done any research, and I did not want to take on the commitment of doing any research in this area. I can't help but note the irony: I'm writing about encouraging students to look at their own concrete experience in relation to broader analytic perspectives yet I have never engaged in this process myself with regard to this course.

However analysing my own experience has turned out not to be so simple, and furthermore it has been extremely illuminating. I do rethink and modify this course more or less continuously, but it is always in an incremental fashion; I have never really systematically examined my approach as a whole. This is really the first time that I've tried to state explicitly what I'm trying to do and why and to look closely its effectiveness, and the process has not only helped me to clarify what I'm doing but also has led me to raise questions and develop some new ideas about my approach.

Furthermore, my original agreement notwithstanding, I am now much more interested in learning more about this area as a broader area of analysis. In a manner that I hope is parallelled by my interns, I'm experiencing the process of wanting to explore some broader analytic discussions of the issues I've identified through examining my own concrete experience. I'm now genuinely curious, and I believe I could benefit substantially from learning about how others are teaching this kind of course. I would like to begin to develop a more self-conscious pedagogy here.

The paper is organized as follows. I will begin with a brief description of the context of the course, the students and the academic programs it serves. Then I will explain my central goals for the course and how they relate to those of the students, as I understand them, and I will describe the general approach which I have developed and its underlying rationale. Then I will describe my teaching strategies in more detail. Finally, I will discuss the effectiveness of these strategies and present some suggestions for improvement which have occurred to me during the preparation of this paper. I will conclude with a brief summary and then a list of the possibilities for improvement I've suggested during the paper; hopefully this will facilitate further discussion.

II. COURSE BACKGROUND

San Francisco State University is located in a major metropolitan area offering abundant opportunities for interesting internship placements. Students are largely working class in the sense that most of them are working to put themselves through school and many will be first-generation college graduates. There is a high degree of ethnic and cultural diversity both in the city and in the student body.

The internship course which I teach originated as a required course for the Urban Studies major; subsequently it became cross-listed with the Political Science department, where it is an elective; it is also required for Masters in Public Administration students who need professional experience. Thus the course serves primarily students from Urban Studies, Political Science, and Public Administration. It is also open to students from other majors whose interests and background fit within the scope of the course, which is fairly broad: not only does it serve three major academic constituencies; both Public Administration and Urban Studies are themselves broadly focused. Both programs are interdisciplinary and rooted in the social sciences, both address or can be applied to the full gamut of urban issues, and both seek to prepare students for work in nonprofit and public sector organizations. Given this breadth, it is easy to accommodate students from other social science majors.

Internship placements are correspondingly broad. I maintain a directory of about 200 organizations; there are probably at least another 300 which have had or requested interns in the past. Placements vary by type of organization and policy area; types of organization range from small nonprofits to large federal agencies; policy areas include planning, housing, transportation, the environment, immigrants and refugees, public interest law, health policy. A list of placements for the last two semesters is included as Appendix A. The

actual work that interns do also varies, from service provision to administration to research and analysis. While it usually includes some of the menial tasks that all organizations require (e.g. helping with mailings, counting cars), overall it must have professional and educational value. Of course, this is in part a function of the analytic effort brought by the student, which is the central focus of this paper and will be discussed below.

III. GOALS AND CENTRAL APPROACH

My overriding objective of encouraging analytic thinking, particularly about practice in relation to theory, both builds upon and goes beyond what I see as the students' primary goal, which is to use the internship as a critical step in their own career development. But there is a prior condition which must be addressed before these two broader goals can be pursued, namely, ensuring the best possible internship placement and performance. I will explain these goals and the general approach I've taken before describing the specific strategies I've developed as attempts to meet these goals.

GOALS

1. Ensuring a successful internship.

Making the internship work as well as possible both from the student's perspective and from the organization's perspective must be my own initial focus as well as that of the students. Not only do I feel it essential to do as much as possible to help the students have a positive work experience, I also feel an obligation to the placement organization (and to the university) to ensure the best possible job by the intern.

Ensuring that the internship is working satisfactorily remains a concern throughout the internship. However once students are established in their internships, my primary interest shifts to what they're learning and how to encourage them to think about what they're learning in relation to a variety of broader perspectives.

2. Enhancing career development

For most interns, professional development is probably the most important analytic perspective. As one student put it last semester, his greatest goal for the internship was to get a sense of career direction. Most of them see the internship first and foremost as a means to develop career experience and opportunities. This career development dimension of the internship is probably increasing in importance both because the job market is becoming increasingly competitive and because students increasingly recognize the value of internships as a route to paid employment.

But their concern generally goes beyond simply getting paid work: most interns also express an intense desire to find their niche in the world, a place where they can be useful; many hope to find a career that will allow them to help deal with important current problems.

This concern is somewhat related to the service dimension of the "service learning" which is increasingly discussed on our campus. Service is extremely important to the interns I've worked with. However while many of them develop a strong commitment to their organizations, they see the internship less as a means of providing service than as a step toward developing a career which will allow them to serve, to make a contribution, to their communities.

3. Broader analytic learning, linking "practice" to "theory"

The question of career development certainly lends itself to broader analysis. However it is only one of the general lines of analysis that I try to encourage. Let me try to explain what I mean by "broader analytic learning."

"Thinking analytically" to me means being inquisitive, looking beyond one's own desk, looking for patterns and connections and broader implications. I use the term "theory" fairly loosely to refer to any generalizations about or broader discussion of the "practice" observed in the internship, anything which has been said in a broader context, ranging from the academic context of courses and "books" to non-academic contexts such as the news media. But I place particular emphasis on learning in relation to issues addressed in academic coursework or broader areas of social science research.

Most fundamentally I want to encourage students to adopt a basic analytic stance in the world: a stance of curiosity, of analytic imagination and initiative. And I want them to become genuinely engaged in the effort to link practice and theory: to realize that they can use their own experience to better understand the broader analyses they've read in class, and that such broader analyses may in turn shed light on their own concrete experience.

CENTRAL APPROACH

Undoubtedly there are myriad ways of trying to encourage students to make linkages between theory and practice. Those I'm familiar with include asking students to write a research paper related to their internship experience and asking students to apply a specific theoretical perspective to their individual internship experience. My approach differs from both of these.

First, I ask students to think analytically about a number of aspects of their experience rather than to concentrate on one major area, as would be the case with a single research paper. I'll describe these different analytic perspectives in a moment.

I want to focus here on the second difference, which has to do specifically with the theory/practice connection. Rather than specifying theoretical perspective(s) to be applied, I have always asked students to select the theoretical perspectives they want to use, to look closely at their experience and decide what they'd like to analyse further. I've developed this approach for three reasons: one logistical, one substantive, and the most important, pedagogical.

The logistical reason is simply the diversity of majors and placements: a theoretical perspective that could be applied to all of them would necessarily be very broad and generic. In addition, and this is the substantive reason, such a perspective would probably have to do more with organizational issues or professional development issues or "process" issues than with questions about policy problems and strategies. Because the focus of the Urban Studies program and my own professional focus as well is on policy problems and strategies, I don't want to place exclusive or even heavy emphasis on organizational and process issues. Rather, I want to permit a broad range of theoretical perspectives, and I want to encourage policy questions--e.g. what problems are being addressed by these organizations that you're working in, how effective are they, what are you learning about possible solutions, and so on.

These first two reasons could probably be addressed: that is, I could probably find some very interesting readings dealing with either process issues and/or urban problems/policy analysis which could be useful to everyone in the internship. However the most important reason has to do with pedagogy. As I've already stated, I want the students to become fundamentally and essentially inquisitive, to seek broader connections, to look beyond what's on their own desk. I want them to develop the habit of thinking analytically about all kinds of issues. And I want them to want to and be able to define their own theoretical interests and choose their own line of inquiry.

I see this as a critical and perhaps unique test of the real value to them of the education we try to give them "in the classroom" and the extent to which they will take it with them when they are "out in the real world" not as interns but as entry-level professionals struggling to make it. Will they be inquisitive? Will they be analytic? Will they look for broader patterns or think about broader implications? Indeed will they even think about past classroom learning, and if so, will they find it useful?

I have for years had this image of two parallel lines of thought running through my classroom: the first, the line I am spinning out as the teacher, using the set of concepts I have developed for the course; the second, the lines maintained by the students, who have already developed their own views of the subject matter and their own concepts for thinking about it. The students try hard to grasp my line; they struggle to figure out "what you want" on the assignments as though they expressed only my own idiosyncratic taste (maybe they do!); but they don't let go of the line they had already developed when they came into the course, and once the course is over they simply let go of my line and continue with their own. The only way to change this is to connect the two lines during the course: to bring their concepts directly into the classroom discourse and, more importantly I think, to have them bring the course concepts into their thinking. If they believe that the course "line" will actually help them understand the subject, they may incorporate it into their own line of thinking.

The internship offers a unique opportunity to ask students to make those connections: to look at their own concrete experience and ask what it means and whether anything covered in any of their courses or readings has any

relevance to this experience. Does it shed light on, help make sense of, this experience? Does this experience, in turn, illustrate any broader generalizations? Does it suggest modifications of or even contradict any of these generalizations?

It seems to me that having the students take the initiative in making these connections, especially if they are choosing what part of an academic "line" to bring into their own experience, is a way of having them bring the two lines together--their own way of thinking and that of some larger body of discourse--in a way which is valuable both specifically, in relation to the particular question, and generally, as a lesson in what we hope will be an ongoing process of looking at their immediate experience in relation to the broader analyses developed within larger research communities.

IV. STRATEGIES

Let me begin with a brief overview of how the class is organized. The class runs fifteen weeks; students work a minimum of 12 hours per week (or 180 hours total: the working time may not correspond exactly to the academic semester). The internship seminar meets every other week for a total of 8 or 9 two-hour meetings. The class size has been increasing: 12-15 would be ideal; 18-20+ is becoming the norm, as more and more students want to do internships.

There are four basic components of the course in which opportunities for encouraging analytic thinking are developed: the placement process, written work, class discussion, and individual consultation. I will describe each of them briefly and then discuss my efforts to use them to maximize analytic thinking.

First I'll quote from the course objectives presented on the first page of the syllabus in which I try to lay out the overall analytic thrust of the internship.

> ....the internship....is part of an <u>academic</u> curriculum, intended to supplement your classroom learning with learning "in the field," learning from practical experience. This requires you to go beyond the basic job requirements and do such things as read background material and other documents available in the office, attend staff meetings, seek out opportunities for discussion with your supervisor and fellow workers, and so on. It also requires you to engage in continual <u>reflection</u> on and <u>analysis</u> of what you are doing and observing, and to explore the links between published research/analysis and what you are learning from your own observation and experience.
>
> You must <u>ask yourself repeatedly</u> questions such as:
>
> -What am I learning <u>about</u> in this situation?
> -What is the <u>significance</u> of this event in relation to some broader perspective? (E.g. planning theory, homelessness, transportation gridlock, etc: it's up to you to develop the broader perspective.)

-How does it relate to theories and ideas discussed in classes and readings? Does it support them? or contradict them? or suggest alternatives?
-What broader questions does it raise?
-What do I need to learn more about in order to understand or do this more effectively?

1. Placement process

This is obviously a critical first step in developing an effective internship. I have developed a fairly extensive process which includes having students interview several potential placements. My primary focus in the placement process is on how the internship will contribute to the students' career interests. Writing this paper and reflecting on my experience with the course, has made me think that I should include in the preliminary placement discussions more emphasis upon the theoretical dimensions of the internship experience, its role as "fieldwork" in an academic curriculum, and consequently the need for students as they are thinking about placement choices to identify at least some theoretical issues that they want to explore in their internship.

2. Written work

Writing assignments consist of journals and journal supplements. Journals are essentially open-ended; journal supplements address specific questions/issues which I present in the syllabus. Both are suppposed to be submitted before each seminar meeting; both are expected to be at least two pages in length.

Journals. Journals keep me posted on what's going on in the internship and give me an opportunity to raise broader questions for analysis. I have developed a format for the journal which is intended to ensure broader analysis by requiring that it be divided into three sections: a log--a list of dates and hours worked and the major tasks which were worked on; description--"a brief description of what you did during the two-week period;" and reflections--"reflections about what you have learned, thought, wondered about, been troubled by, etc. Reflections should address the kinds of questions listed on the first page of this syllabus and explore connections between what you are doing 'in the real world' and what you have read and/or discussed in your classes." I also encourage students to reflect on the issues specified in the journal supplements.

Journal supplements. This is a series of discussion topics which are intended to stimulate students' thinking about various aspects of the internship and what they might be learning from it. Most of them are fairly broad subjects; however as I reiterate regularly to the students, my intent is simply to stimulate thinking and discussion--I don't expect a comprehensive analysis, only a thoughtful one. I've attached the full text of these supplements as Appendix B; I'll briefly summarize the major topics and then describe in a little more detail those specifically aimed at encouraging theory/practice linkages.

As noted above, my first goal is to ensure a successful internship: thus the early journal supplements are aimed at clarifying and assessing the internship itself, and the final writing requirement is an assessment of the placement with advice for future interns. Beyond this, there are three broad areas that I focus on in the journal supplements: professional development, the nature and role of the placement organization, and theory/practice connections.

(1) Professional development. As already noted, this tends to be the students' primary interest. One journal supplement, "contribution to career development," asks them to discuss what they've learned about both what they want in a job and how to get it. It asks them to articulate their own criteria for satisfying work and then apply those criteria to their placement. It also asks them to develop a "briefing" for the class on employment opportunities and strategies in this area. And I urge them in preparing this supplement to talk to their co-workers both about the quality of the work experience and about career development strategies.

(2) The nature and effectiveness of the organization. Two journal supplements address questions about the organization. The first, "agency description," asks students to develop an overview of the organization--its origins, purpose, major activities, resources, decision-making structure and political context. I also ask them to locate their own activity within the broader organization. I tell them it will require some research, using agency documents and perhaps interviews, and I ask for citations to these sources. This is valuable, I think, in forcing students to make the effort to "get the bigger picture," as they put it: to understand the broader significance of their own activities within the organization, and to get a sense of the the internal dynamics of the organization as well as its relationship to its broader environment.

The other journal supplement focused on the organization asks students to think about the overall effectiveness of the organization and to make one suggestion for improving its performance. This supplement really combines two analytic purposes. The first purpose, which is how this journal supplement started, is to encourage students to think of how things might be done better: it seems to me this is an important line of analysis, and it leads quite naturally to the questions of why--why would this be better, why do you think it would work, what's the analytic rationale here, what broader goals would it contribute to, and hence to the broader questions regarding agency effectiveness. I also ask students to think about why their recommendation might not have been adopted in the past, in order to encourage them to think about the constraints faced by the organization.

The second purpose is to think about the organization not simply in terms of its internal dynamics, fascinating as those may be, but also in terms of its broader purposes and effectiveness in addressing those purposes. This is the kind of perspective that is easily lost: one can get so caught up on doing the things necessary to keep the organization going, not to mention just doing one's job, that the broader purpose may be overlooked. Here in particular I have to emphasize that I really only want to get them thinking about this, that I expect a thoughtful but essentially impressionistic discussion.

(3) Theory/practice. Thinking about the organization--both its internal dynamics and/or its role in the larger urban context--may also become the central focus of a student's theory/practice investigations. However the "theory/practice" assignments require students to make explicit use of some body of readings. And as the above excerpts from the syllabus make clear, this has always been the overriding educational objective of the internship: while all of the other types of analytic thinking are important, the use of the internship as fieldwork relative to academic courses has always been most important to me. At the same time, the journal supplement dealing with theory/practice connections has always been the most difficult for the students: indeed, for a couple of semesters I dropped it from the syllabus! But then I brought it back and made some modifications, and I continue to elaborate it in hopes of making the task clearer and easier for the students to do.

The theory/practice analysis now includes two components, thus representing four weeks worth of work. The first part, which I just initiated last semester, asks students to identify an issue which they can observe in their internship experience and which is "addressed by some larger 'community of interest'--scholars, policy analysts, public officials, the media"--and to develop a brief bibliography of materials dealing with that issue. The bibliography must indicate how each item was located. I invite them to use course readings, and in fact I think it would be better to require that they use some class readings, given the importance I place on linking the classroom with the field experience.

The core of the theory/practice journal supplement is called a case study, the intent being for students to develop a presentation for a course of their choosing in which they describe what they've observed in their internship as an example of one of the broader issues discussed in that course. Of course a journal supplement would not be a full presentation, and, as I'll discuss further below, I need to find some way to structure this supplement so as to make that clear.

My overall strategy in response to the journals is to ask as many questions as I can, suggesting issues they might be able to pursue or simply asking them to be more reflective. I make a particular effort to identify issues which I think might lend themselves to analysis relative to courses the students may have taken. I also try to develop and maintain some familiarity with a student's interests. I have always asked for a copy of their first journal supplement, in which they lay out their goals and expectations and include a discussion of courses they've taken that may be relevant to the internship and questions about the relationship of "theory" to "practice" which they hope to explore; this is intended to help me in my effort to suggest analytic directions to them. This last semester I also asked for two copies of all of their written work, likewise with the intent of being able to maintain familiarity with what they were doing and thinking about.

The seminar

As noted, the class is a seminar which meets for two hours every two weeks. Its broad function is described in the syllabus:

> The purpose of the seminar is to allow you to learn from each other. Analysing the internship experience in relation to broader issues addressed in your academic curriculum is the most important function. Helping each other develop strategies for dealing with problems and getting the most out of the experience is also important. Finally, the seminar offers an extraordinary opportunity to learn about different types of organizations and career opportunities.

The class format typically includes two components. First, general discussion of a range of issues, including: issues covered in the journal supplements, issues I've identified from the journals which I've read for that week or which have occurred to me as potentially effective catalysts for discussion, and issues which students raise during class. Second, brief individual presentations about their placements; these are intended to help them all to become more familiar with each other's placements as well as to have the opportunity to explore in a little more depth issues of interest regarding those placements.

I put strong emphasis, both in the syllabus and in class, on the importance of being attentive to and interested in each other's experience and also the importance of raising general issues for discussion. I give them a placement roster so they can remember who's where, and last semester I also asked them to prepare a brief "bio sheet" to be distributed to the class in which they would provide a job description for their internship, a brief description of the background--both academic and practical--which they brought to the internship and the interests--both academic and career--which they hoped to explore in the intenrship.

Individual consultation

The final component of my teaching strategies is individual consultation. This takes place during the placement process and sporadically during the course. Individual discussions are invaluable for providing an opportunity to really pursue a student's interests in depth. It allows me to learn enough both about the student's experience and about her/his thinking about it to really contribute to the process of analysis. I have tried to make it a course requirement, but given our mutual busyness, I have not always insisted, and so it does not happen consistently with all students.

V. EFFECTIVENESS

So, how has this all worked? After this very detailed description of the very detailed efforts I've made to encourage analytic thinking, what have been the results?

Student evaluations

First a brief summary of what students have had to say might be helpful. I have not reread the teaching evaluations systematically, but on the whole they have always been very positive. Students like doing the internship and they generally enjoy the class discussion. The teaching evaluation questionnaire does not ask specifically about the writing assignments: it asks for overall strengths and/or weaknesses and recommendations for improving the course, and then asks students to rate the instructor's performance on key elements of the course, one of which is "maximizing the educational value of your work experience." Students generally give me high marks here, and in the open-ended question there are frequently specific comments about the value of the journals, journal supplements, and "probing questions" asked in class. The following comments from two recent semesters will give some sense of the students' reaction to my teaching strategies:

> The course was beneficial because it got me to really think about what I was doing in my internship.
>
> The assignments made me think about how my internship was developing.
>
> Journal supplements important to place experience in broader perspective.
>
> Encourages students to constantly evaluate and grow from the internship experience.
>
> ...promotes discussions which are thought and growth provoking.
>
> The strengths are the journal and journal supplements. The exercises really made me examine the agency at a much deeper and comprehensive way than I would ever have done on my own. The journal made the entire experience far more meaningful than it would otherwise have been.

Thus overall the students find the written assignments as well as the class discussions to be beneficial: they see the value of being asked lots of questions. This is encouraging. Of course there are occasionally students who would rather not be bothered with all of this writing, who would like to get credit simply for "the experience." These views I essentially discount and I probably could screen out the students during the placement process: if they just want the experience, they don't have to take the class.

Comments I take more seriously have to do with the quantity of work required: as one student put it on the evaluation, "requires important yet time-consuming journal supplements." I'm not sure how to deal with this problem. I try to stress the informal, "first-draft" quality of the journals and journal supplements, yet, as has already been noted, the journal supplements ask students to discuss very broad topics. The quantity issue is related to the breadth of topics issue, and I'll return to it below as I discuss my own assessment of the effectiveness of these teaching strategies.

Journals

The first step, I think, in encouraging students to think analytically about what they're doing and learning in the internship is to ask them to look very closely at exactly what they are doing. The journals as well as class discussions are intended to get them to do this: having worked hard simply to figure out what they're supposed to be doing and then to do it as well as they can, they must now describe what they've done. That is both the basis and I hope a catalyst for further reflections and analysis, especially since it should already be clear to them by the time they begin their first journal entry that they will be urged throughout the course to articulate what they're learning from their internship experience about broader issues.

And the students' journals do in fact contain reflections, about all of the more general areas I've described above. They seem to naturally concentrate upon their immediate personal experience: the process of adjusting to the placement, what they think of the people working there, what the organization is like, what they're learning about intra-organizational patterns and dynamics, how the experience is shaping their career ideas. Discussions of broader substantive issues--e.g. why is it so difficult to get affordable housing actually built--are more unusual: I'm always quick to note them for discussion in class as examples of the kind of thinking I want to encourage. The next step--linking what they're learning about affordable housing to what they've discussed in the housing class, suggesting a "theory/practice" connection--is even more unusual. Alternatively, students may raise an important issue which they hope to explore, but then fail to define it in terms which they can actually observe in their internship.

If these are the natural tendencies among the interns, it would seem that the various strategies I've developed to get more of them to think more frequently about the broader issues and to suggest possible theory/practice connections have been at least somewhat effective. Structuring the journal format so as to require an explicit "reflections" section has made a very substantial difference: students can no longer "forget," and I can no longer overlook their forgetting, to present at least some reflections on their experience. Using good journals as models has been extremely effective: I've seen some really dramatic (and heartwarming!) improvements among some students. And vigorous feedback from me seems to produce some results, as I see students picking up on some of the questions or themes I suggest.

There are several things I think I could do in an effort to make the journal writing more effective. First, I think having them read a good brief article on doing participant observation would help them to understand the basic stance that I want them to adopt. They are participants: they have a job to do, they have responsibilities to carry out, and so on. But they are also observers: they are doing an internship not simply as a step in their career development but as a means of learning--learning about a variety of things which they themselves must articulate and then make specific efforts to learn about. I am going to look for an article, one with some good concrete examples, to have the students read early on in the course. Perhaps there is even an article discussing participant observation in internships!

Second, I want to make much more use of good journal submissions as examples for other students: I'm planning to develop a binder of examples to make available to students; maybe some particularly good examples should be copied and distributed to the entire class.

Third, I need to help students to operationalize and pursue the broader questions that they raise. That is, I realize that many of them are in fact able to raise broader questions, but then they don't followup on them. The problem is one of both definition and observation: defining the broader issue so that it can be examined in concrete experience, and then finding opportunities to learn about it. Often this will require going beyond their immediate experience and observation to ask questions, perhaps read some additional material. I need to help them make a distinction between what they can learn simply from their own direct observations and what will require them to look further. And I need to remember to be realistic in my expectations about how much looking further they can do.

Journal supplements

The journal supplements work quite differently than the basic journals: here I'm specifying the broader analytic questions, and I've found most of the journal supplements to be fairly effective in getting students to discuss those questions, think about those issues. For most of the journal supplements, apart from the usual minor modifications, my major need is simply to make sure that students do address all of the questions contained in the supplement. Two of the supplements, however, are always more of a challenge both for the students to write and for me to explain, and they are the supplements involving the most theoretical kind of analysis.

The "agency effectiveness" supplement is a great challenge. It was much easier, and worked quite well I thought, when it was just "agency recommendation"--almost everyone could think of some improvement to recommend, and the process of taking that stance (thinking of how to improve things), developing the rationale (hence applying the kind of causal logic which is at the heart of policy analysis), and discussing possible impediments (becoming aware of the kinds of constraints within which most organizations must operate) was a very valuable process. Adding "agency effectiveness" has made it much more of a challenge. As I stated above, I really just want them to think about the organization as a purposive entity--think about the goals for which it was established, the goals it's supposed to be trying to achieve, and discuss, in a very broad-brush impressionistic fashion, how effective it seems to be.

This supplement may be both too broad and too complex. That is, both subjects--agency recommendations and overall effectiveness--are in themselves quite broad, and they may not be very closely linked in an intern's experience: especially in a large organization, recommendations at the level of the intern's personal experience may be quite far removed from the overall organizational purpose. I would especially welcome suggestions on this journal supplement.

The other supplement is the theory/practice supplement, and this has always been the most difficult for the students to grasp and the most challenging for me to explain. Ironically and no doubt significantly, it is also the most explicit effort to encourage theory/practice thinking in the course. Again the strategies noted above seem to work best: refinement of the assignment, examples of what other interns have done, and constant nudging from me.

Refining the assignment--describing it as a case study, to be presented to a course--has helped students to think more clearly and specifically about the connections between what they think they're learning and the subjects discussed in at least one course that they've taken. Extending the assignment, requiring that it begin with a bibliography, has forced them to locate at least a small set of explicit discussions of the issue they've identified. Discussing examples of past theory/practice analyses, and suggesting possibilities both in writing my responses to their journals and in class discussions, have also been helpful.

A few examples of what students have chosen to analyse will help illustrate the results of this journal supplement:

> An Urban Studies student at the San Francisco Planning Department: His job consisted mainly of gathering data--counting pedestrians, photographing alleyways, and so on--to be used in developing the new pedestrian element in the downtown plan. He proposed a case study of the effort to recreate a pedestrian environment in old downtowns, he cited relevant readings and courses, and he enthused about having "quite an experience of really being able to get my hands into something I actually studied."
>
> A Political Science student working at the San Francisco Commission on the Status of Women: She worked on efforts to make the criminal justice system more attentive to the needs of women. She proposed a whole new course on this subject, saying that her prior coursework had virtually ignored the presence and needs of women in the criminal justice system.
>
> An Urban Studies student in the Berkeley Department of Community Development: She wrote a case study of low income housing development, arguing that what appeared to be mere NIMBYism was at least in part a response to a flawed planning process; this would be a case study for the housing class.
>
> An MPA student working in the Half Moon Bay Planning Department: He analysed the community's polarization around a growth control initiative and identified what he saw as gaps between the theory of growth control initiatives and the reality of the process in Half Moon Bay. He used this as a case study for the introductory public administration course.
>
> An Urban Studies student working at the Institute for the Study of Social Change on the Latino/Chicano Policy Project: His work focused on learning to use Public Use Microdata Sample (PUMS), and

he analysed the problem of gathering useful data on minority groups when there are such significant variations among subgroups and the policy implications of different ways of gathering data. This would be a useful presentation to the research methods course.

An MPA student working with the Affirmative Action Officer in Marin County: She prepared a case study of Marin County's affirmative action policy and training programs for a course on public sector personnel administration. She included an excellent explanation of the history, rationale, and operation of affirmative action programs and talked about the need for additional training programs to ensure that the diversity achieved through affirmative action can be appreciated and used to enrich the workplace.

These examples gives some idea of the richness of the theory/practice linkages that students have developed. They also illustrate the diverse ways in which practice can be related to theory: it may "simply" illustrate the theory, "something I've actually studied," as the student above stated; it may bring more concrete detail to classroom concepts--e.g. "managing for diversity;" it may add to the material covered in class, e.g. further developments in affirmative action programs; it may reveal subtleties that more general readings overlook, e.g. what looks like NIMBYism may in fact be more complex, or generalizations about Hispanics may be quite misleading; and of course there are many other possible relationships.

So students have been able to make some good theory/practice connections. The fact that they always seem to find it difficult and yet manage to do it probably means in part, at least, that my strategies are working to some extent, and that I simply need to do them more and better--provide more examples and provide them more effectively, including a discussion of the different ways in which "practice" may relate to "theory."

Yet I also have some ongoing questions about how this assignment is structured. The basic issue again is scope. I worry that I am asking them to do something that is very difficult to do on a limited basis, and furthermore that it is very difficult to explain to them both the limited nature of the assignment and how it can be valuable even on a limited basis. In other courses I ask for research proposals and progress reports; perhaps I could incorporate that way of framing this assignment. In fact, one student did that this semester: after laying out a very interesting issue, he stated that he obviously could not do very much research on the issue during the course of the internship, and he then went on to suggest the research he would do if he had time. I think that could be incorporated into this assignment.

There is another difficulty connected with this assignment: namely that many students, with my encouragement, choose issues that they cannot directly observe in their day-to-day work but could learn about if they extended their efforts beyond that routine work. That's part of the intent of the assignment, indeed of the internship as a whole--to encourage students to think beyond their own desks. However it also means that preparing this assignment often requires them not simply to analyse their own experience but to undertake additional investigation.

I think these difficulties could be addressed through further refinement of the assignment. At the same time I remain concerned about scope, not only of this assignment but of all of the journal supplements, and I would really welcome feedback from this meeting about the scope of my writing assignments. As I've already said, my intent with these writing assignments is to encourage students to think in certain directions, and I try to make clear that I expect only a short discussion, a beginning... However it's possible that in seeking such breadth I am seriously limiting what they can learn about any one of these kinds of questions. Perhaps I will ask the students in our debriefing next semester.

The seminar

The quality of discussion in the seminar is affected not just by how the discussion is framed, which is my chief responsibility, by also by the particular group of interns that semester and other seemingly serendipitous factors. Of course I use a number of strategies to frame the discussion: writing the journal supplements, drawing issues out of their journals, and so on. But students vary in their response to these efforts. A critical mass of lively interns--students who are genuinely interested in thinking about their own and other interns' experience and can ask interesting questions and make insightful comments--can make a huge difference in the class; they also make a difference in the quality of the journal material which I use in preparing class discussions. And my input varies: when I'm rushed, I read less carefully and make less careful plans for class; alternatively, I may toss out a question that has just occurred to me and discover that it produces an exceptionally fruitful discussion.

Given all that, however, what seems to work best?

My primary measures of the success of a discussion are the liveliness of the discussion and the breadth of participation: if students aren't engaged--listening, contributing, visibly interested--I worry. And as with the journals, their interest seems to flow much more naturally toward their own immediate experience or that of their fellow interns (they become a very loyal support group for each other!)--the problems they're having with their supervisor, the interesting meeting they just attended--than toward the broader kinds of analysis I'm trying to encourage. Nevertheless successful discussions of these broader issues do occur, and I have some ideas about how to be more effective in encouraging them.

First, to the extent that the journal supplements lay out good questions for analysis, they also provide a good focus for discussion. I think the class discussions prior to the students' writing the supplements help to give them a clearer idea of what's being asked and also to get them to begin thinking about what they will write about themselves. The discussions after I've read the journal supplements focus on examples from those supplements; these often give us a chance to develop an analysis in more depth and thus not only to explore an issue more fully but also to illustrate how that kind of analysis can be done. In both cases, especially the second, students have had a chance to think about the issue and thus are likely to have something to say; they are

also likely to be interested in how others have approached the same subject.

Second, using issues raised in the journals can be very effective in getting the class involved in thinking about those issues. If I introduce it as something which one or several of them has raised, that seems to make it prima facie worth considering simply because it's one of their peers. And if a number of them can apply it to their own experience or find it interesting in general, then it is likely to generate an active discussion. And if I can keep picking up and/or suggesting the broader lines of analysis, then we may move into a more analytic discussion (if I can't, then at least I'm satisfied that it's been an interested discussion!)

Finally, very interesting questions sometimes arise spontaneously; this is one of the hoped-for fruits of a good discussion, and it does sometimes develop.

In terms of ideas for improvements, I have both a minor suggestion and a major area to explore. The minor suggestion is to keep a running list both of ideas for discussion questions and of discussion questions which worked. I've started a computer file of discussion items I've prepared for class; if I maintain this file more systematically, making notes on things that seemed to work particularly well, it would probably be very useful.

The more important area has to do with involving students more in actually setting the agenda, shaping the focus and the direction, of the discussion. I have always tried to do this, but I think there are probably more effective means than those I have tried.

First, I have always placed great emphasis, in the syllabus and in class, on the importance of students helping each other, both in real problem-solving situations and in the effort to engage in broader theoretical analysis. I try to get them to see the internship as a unique opportunity for learning about different types of organizations and issues because their classmates are "inside" those organizations, and they need to ask questions if they are to benefit from this learning opportunity.

I used to ask them to bring "agenda items" to class--items they wanted to raise both from their own experience and with regard to the experience of at least one other intern. This was something they seemed to have difficulty doing, and furthermore I didn't always use their items, so I dropped it as a regular assignment. However I still use this occasionally as a technique for structuring the class discussion: I'll ask them to take a few minutes to jot down a subject they'd like to raise, and then I'll call on some of them. I think I could make much more use of this mechanism, not only in this open-ended manner but also to raise specific kinds of issues: e.g. theory/practice issues, agency effectiveness questions, and so on.

This past semester I added the "bio sheets" and asked them to use these in asking each other questions. I think these were helpful, both for the students who wrote them and for the others, and I think they could be used more effectively. For example, I could ask them to "take a few minutes" and review the bio sheets and then think of some issue they'd like to raise with another student or students.

This "jotting down" mechanism could also be used in conjunction with something I've increasingly considered, and done to a limited extent, as the class size has grown: breaking the class into small groups for part of the time. I did this last semester a couple of times: for instance, I organized the groups by rough areas of common interest to discuss their plans for writing the theory/practice journal supplement. Students were very enthusiastic about this and in a final debriefing session as well as in the teaching evaluations expressed strong support for having small group discussion be part of every class. I will definitely experiment further with this next semester.

This might also help deal with another of the dilemmas I face in trying to encourage theory/practice thinking, namely the diversity of placements and academic backgrounds. As Appendix A shows, placement areas during the past semester included the legal work (in both large public agencies and small nonprofits), political work, policy research, personnel, and social services. Working in smaller and more homogeneous groupings might be very helpful. Of course there would be many ways of dividing up the class (policy area, type of organization, type of work, academic major, course background, and so on), and in any sub-dividing there would probably always be some residual individuals. Nevertheless any shift toward smaller and somewhat more homogeneous groups would undoubtedly be a major improvement in terms of promoting more successful discussions.

Individual consultation

I think this is extremely effective as a means of hearing students' real interests, their "line of thought" as I referred to it above, rather than simply pushing at them to hear my line of thought, the way I would like them to think. It is also, of course, a very effective means of suggesting possible analytic perspectives, trying to make my "line of thought" clearer and more useful. My major need is to make sure that these individual sessions take place.

Final note

Everything I have suggested as possible improvements in the teaching of this course will require more time on my part. I wonder about the possibility of using TAs (receiving credit, not stipends) to help encourage discussions, especially small group discussions, and perhaps even in individual consultations. I would welcome ideas about this.

SUMMARY AND CONCLUSION

To sum up: my overriding goal in the internship is to help students develop the habit of thinking analytically about their experience. I focus on three major areas of analysis: students' professional development, their agency's operation and effectiveness, and, the links between internship "practice" and classroom "theory." My underlying approach combines suggesting a number of analytic perspectives (in the journal supplements, in my responses to their journal submissions, and in the seminar discussions) and encouraging students to think of and pursue their own analytic perspectives (particularly in the "reflections" section of the journal and in the "theory/practice" journal supplement).

A number of ideas for improvement as well as ongoing issues have occurred to me during the writing of this paper. I've discussed them above and I'll simply list them here in hopes that we will be able to talk about some of them during our panel discussion and elsewhere.

1. Placement process:
   - o Incorporate more attention to the course background which will provide the context for the theory/practice analyses, for thinking of the internship as an opportunity to do fieldwork on some general issues.

2. Written work
   - o Add a brief reading assignment on doing using the internship as fieldwork, perhaps on doing participant observation, to help clarify the analytic stance I would like students to take.
   - o Make better use of past student writing as examples.
   - o Help students operationalize their broad theory/practice interests.
   - o Continue to refine assignments to clarify limited scope.
   - o Continue to ruminate about the breadth/depth issue.

3. Seminar discussion
   - o Increase students' role in shaping seminar discussion, particularly through asking them to jot down (and bring!) ideas for discussion.
   - o Incorporate regular use of small group discussion, structured in part around specified analytic themes.

4. Individual consultation
   - o Ensure that it happens: it's key to hearing a student's "line of thought" as well as learning enough about that student's interests and experience to help develop broader analytic perspectives.

Overall
   - o Explore the possibility of using TAs to help with seminar discussions (especially small-group discussions) and perhaps with individual consultations.

APPENDIX A: INTERNSHIP PLACEMENTS

Public Service Internship Placements, Spring 1993

Court Appointed Special Advocates
Daly City Department of Community Development (planning)
Global Exchange (programs to encourage first-world/third-world relationships)
North of Market Planning Coalition (downtown community-based advocacy planning)
San Carlos Planning Department (small city planning)
San Francisco Commission on the Status of Women
San Francisco Department of Public Health, Community Substance Abuse Services
San Francisco District Attorney
San Francisco Public Utilities Commission (MUNI railway budget analysis)
San Francisco Supervisor Kevin Shelley
San Francisco Youth Guidance Center
United States Environmental Protection Agency
University of California Office of the President (budgets)
Western Service Workers Association (community organizing)

Public Service Internship Placements, Spring 1994

American Red Cross (eviction prevention services)
Asian Law Caucus (legal services for the Asian community)
Charity Cultural Services Center (assisting Chinese immigrant families)
City of San Mateo, Housing and Economic Development
Daly City Department of Community Development (planning)
East Bay Conversion and Reinvestment Commission (public/private commission to develop strategies for military base closures)
Fairfield District Attorney (in Solano County, north of San Francisco)
Health Access (statewide health advocacy coalition)
La Raza Centrale Legale (legal services for the Raza community)
Marin County Human Resources, Affirmative Action program
Pesticide Action Network (globally focused nonprofit)
San Francisco AIDS Foundation
San Francisco Department of City Planning (developing a pedestrian plan, upgrading the computer information systems, working on the planning departent's emergency preparedness plan)
San Francisco Republican Central Committee.
University of California at Berkeley, Institute for the Study of Social Change, Latino/Chicano Policy Project

APPENDIX B: JOURNAL SUPPLEMENTS

JS 1: OBJECTIVES AND EXPECTATIONS

It is extremely important for you to be clear about your goals and interests in this internship: only if you know what you want can you effectively pursue it. Internship supervisors are generally very positively impressed by interns who demonstrate curiosity, interest, and initiative: interns who ask questions, who seek out additional information and opportunities for additional learning (e.g. meetings, conversations). Not to be pest, of course, but to show an energetic interest. So it is extremely important that you keep a clear sense of what you want to learn about in this internship.

This supplement should address the following questions:

What are your overall educational objectives?

How does the internship contribute to these objectives?

What do you hope to gain from the internship--
what kinds of knowledge, skills, work experience, contacts, career and personal development?

Why did you choose this particular placement? Describe briefly the job you expect to be doing and how it will contribute to your overall objectives. (If you don't yet have a placement, describe the kind of job you hope to obtain.)

Finally, what courses have you had or are you taking that will be particularly relevant to the internship? What questions about the relationship of "theory" to "practice" do you hope to explore? Give some specific examples.

JS 2: PRELIMINARY PLACEMENT ASSESSMENT

At this point in time, you should know enough about your placement to make a careful assessment and final decision as to whether this is the right placement for you. If on balance the assessment is negative, we can find another placement. If it is positive, then you should consider yourself essentially obligated to complete the internship at this agency. Barring extenuating circumstances, failure to complete the internship after this point will mean failure to receive credit for the course.

MAIN POINTS TO CONSIDER:

-Clarity of work expectations: do you and your supervisor share a clear understanding of what you are supposed to do?

-Resources and qualifications necessary to do the job: access to needed resources; feasibility of the job given your qualifications and time.

-Importance of your work to the organization: are you really needed?

-Relationship with supervisor and others: do you have adequate access to your supervisor; can you get enough guidance to do your work?

-Opportunity to pursue your own educational/career objectives: to learn about subjects you are interested in; to develop skills, gain experience, make contacts, etc. (Refer back to JS 1)

*** BRIEF "BIO SHEET" ***

As noted above, this is a one page sheet to be distributed to the class to provide information which should help stimulate more informed seminar discussions (if everyone brings their copies to the seminar meetings!) This "bio sheet" should include three parts (it is almost a condensed version of JS 1):

(1) job description: agency name, brief description of the activities/projects you are working on and your particular responsibilities;

(2) broader interests, both academic and career: your major, your areas of academic interest, some areas/issues/questions you hope to explore, learn more about, and your career interests.

(3) background, both academic and applied: names of courses you've taken or are taking which you think will be relevant to the internship; any past work or other experience which you think may be relevant.

JS 3: AGENCY DESCRIPTION (** typed; 4 pp **)

This journal supplement provides important information for future interns and will be added to our internship files; thus it should be typed. It is also an extremely important opportunity for you to make sure that you are getting "the big picture" with regard to your work. It will be one of the longest journal supplements and it will require some research: use of agency documents and perhaps interviews with your supervisor and others in the organization. Be sure to explain why you need the information. Where possible, it should also have footnotes to agency documents: e.g. annual reports, grant proposals, budgets.

It should include the following components:

-Origins, brief history of the agency.
-Overall goals & purposes; how determined, by whom?
-Major activities; clients.
-Major accomplishments.
-Resources: budget & sources; staff & qualifications; etc
-Organization chart; your position within it.
-Structure of decision-making within and about the organization.
-Political factors with which the organization must deal; how.

"THEORY/PRACTICE" BIBLIOGRAPHY

One of the most frequently heard comments by interns is that they are learning about "the real world" rather than simply about what's described in books or class; in addition, they frequently assert that this "real world" is much different than what's described in books or classes. This kind of knowledge can provide an invaluable supplement to an academic class if it can be clearly articulated. However, students often have difficulty specifying how the "real world" differs from published or classroom descriptions.

The first step is careful attention both to your "real world" experience and to what's been described and explained or hypothesized in your readings and classes. You need to begin to identify some aspect of your internship (e.g. the type of organization you're working in, the kinds of problems it's dealing with, the kinds of

programs it's providing, etc) which is addressed by some larger "community of interest"--scholars, policy analysts, public officials, the media--and you need to begin to pull together a list of sources of information and analysis on this issue. We will work hard in class to help everyone develop interesting issues for analsyis (this is where the "bio sheets" should be particularly helpful).

This journal supplement requires you to identify at least in broad terms an issue to analyse in your theory/practice case study (JS 5) and to develop a bibliography of at least 10 references to books, journal articles, newspaper articles, and reports dealing with the issue you've identified (in broad terms, perhaps tentatively). The bibliography may also include references to readings from classes you've taken. Please indicate the source of each item in your bibliography (e.g. Urbs 480; the Investigator, journal indexes/abstracts in the reference room (or on-line, e.g. Carl Uncover), newspaper indexes, or the library or files at your internship).

JS 5: THEORY AND PRACTICE: A CASE STUDY

This is the next step in your theory/practice analysis. This journal supplement asks you to develop more precisely the issue you identified in JS 4, using both your own experience and observations and some minimal readings from your bibliography, and to develop a case study to be presented to a course of your choosing. For instance, a case study of some aspect of the planning process (e.g. residential rezoning, Mission Bay, the SF Downtown Plan) or redevelopment (e.g. economic development strategies); a case study of some aspect of low-income housing development (such as siting it!); a case study of the kind of research used in policy-making; etc. We'll discuss additional examples in class.

For this case study you will need to describe the issue you've chosen and some of the generalizations that have been made in your classes and/or the readings you've listed on your bibliography, and then discuss how these generalizations relate to what you've observed about this issue through your internship. Include the title of the course to which you would present this case study as well as a list of references cited.

JS 6: CONTRIBUTION TO CAREER DEVELOPMENT

What is your agency like as a place to work? What do you like most/least about it? What are your own criteria for satisfying work? Does this internship offer opportunities for that kind of work? How has your experience affected your job aspirations? What have you learned about career opportunities and qualifications in your area of interest? And what have you learned about finding and getting a job in this field?

For this supplement in particular it would be very useful to talk with your supervisor and co-workers both about their feelings about the job and about career opportunities in this field. Be prepared to brief your classmates on opportunities in this field:

- -the qualifications required,
- -the openings and competitiveness in obtaining openings in the field,
- -sources of information about jobs in this field,
- -any suggestions you've might make for obtaining employment in this field.

JS 7: AGENCY ASSESSMENT AND RECOMMENDATIONS

One of the most important questions for all of you to ask about the agencies where you are working is how effective they are in achieving the goals for which they have been established. Addressing this question is a major task; what you need to do for this supplement is to simply begin a discussion of the kinds of things you would have to look at in order to assess this agency's effectiveness and give a very rough impression, based on what you've observed during the semester, of its effectiveness.

In addition, you should think of one recommendation you would make to improve its performance. How do you think this recommendation would improve its performance? Most importantly, why do you think the organization has not already adopted or tried to adopt this recommendation? Make your discussion as practical and concrete as possible, describing only one or two things you would actually try to do given the resources and constraints at hand.

JS 8: FINAL EVALUATIONS

The final evaluation has three separate parts. They should be typed on three separate pieces of paper because they are used and filed in three different places. Please put your name, the name of the organization, and the date of your internship at the top of each page.

(1) Overall placement evaluation. What is your final assessment of this organization as a place for an internship? What advice would you give to other students considering an internship at this agency? Please include a brief but relatively specific description of the kind of work you did (or that interns can do), the kind of learning that was possible, the kind of qualifications an intern should have, and the kinds of difficulties an intern might anticipate at this placement.

(2) Overall curriculum evaluation. What courses have been most helpful to you in this internship? What changes would you suggest in the courses you have taken and/or in the overall curriculum of your major.

(3) Self-evaluation. How would you evaluate your own effort as an intern? What criteria would you use, and how well do you think you measure up to those criteria? What would you do differently next time: what lessons have you learned about your own performance?